

## The Language of Poetry



### Lesson Preparation

Daily Lesson 4	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.3A E1.26A	E1.12A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> </ul> <p>— How does a poet's use of literary techniques affect his or her message?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Imagery</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Writer's Notebook (1 per student)</li> <li>Poem of choice (class set)</li> <li>Photograph or graphic image (1)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 02A Writing Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select a photograph or graphic image that closely resembles the imagery created by the poet in the poem selected for this <b>Instructional Routine</b>. Prepare to compare/contrast the visual image with those created by the poet.</li> <li>For this <b>Instructional Routine</b>, select section(s) from the selected poem that exhibit imagery. Diction and imagery will continue to be the focus in Daily Lessons 05-07.</li> <li>Refer to: Teacher Resource: <b>English 1 Unit 02A Writing Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background</b>	Imagery – <b>the use of language to create mental images and sensory impressions</b> (e.g., the imagery of the phrase <i>such sweet sorrow</i> ).	

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Information	<p data-bbox="325 175 1365 203"><b>Imagery can be used for emotional effect and to intensify the impact on the reader.</b></p> <p data-bbox="325 243 661 267">Includes but is not limited to:</p> <ul data-bbox="325 284 588 560" style="list-style-type: none"><li data-bbox="325 284 588 308">• Figurative language</li><li data-bbox="325 324 546 349">• Understatement</li><li data-bbox="325 365 535 389">• Overstatement</li><li data-bbox="325 406 420 430">• Irony</li><li data-bbox="325 446 462 470">• Paradox</li><li data-bbox="325 487 493 511">• Symbolism</li><li data-bbox="325 527 451 552">• Allusion</li></ul>
Teacher Notes	

## Instructional Routines

Daily Lesson 4	READING
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective</u> : Students analyze the effects of imagery in poetry.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Writing Appetizer.</li> <li>2. Display selected photograph or graphic image. Ask: <b>What sensory images does the picture create?</b> Discuss responses. Explain that poets strive to achieve the same effect through the use of figurative language.</li> <li>3. Instruct students to draw a T-Chart in the Reader's Notebook. Label the left column "<i>Example</i>" and the right column "<i>Sensory/Mental Image</i>." Display and read selected text from poem. Ask: <b>How does the poet create mental and sensory images?</b> Discuss responses, pointing out specific examples of techniques the poet uses as students record information in their Reader's Notebook.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In <b>Collaborative Groups</b>, students identify and analyze examples of imagery in selected poetry, and add examples to the T-Chart in the Reader's Notebook.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. <b>Exit Slip</b>: How does a poet's use of imagery affect his or her message?</li> </ol>